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AUTHOR Morris, Cathy
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ABSTRACT

Over 17,000 credit students enrolled at Miami-Dade Community College (MDCC) in 1986-87 with no stated intention of obtaining a degree at the college. A study was conducted to examine the characteristics of non-degree students and to assess their potential for recruitment into further coursework and/or degree programs. Demographics were examined to determine how these students differ from degree-seekers; transcripts were analyzed to discover how often non-degree students switch to degree-seeking status; and data from a survey concerning college image were examined to compare MDCC with the students' "ideal college." Study findings included the following: (1) 89% of the non-degree students were enrolled part time, compared to 60% of the degree-seeking students; (2) on average, non-degree students were eight years older than degree seekers; (3) 71% enrolled to upgrade job skills or earn transfer credit; (4) 39% of the non-degree students and 56% of the degree seekers were Hispanic; (5) 63% of the non-degree respondents worked more than 20 hours per week; (6) 24% of the non-degree students enrolled in college for the first time switched into degree-seeking status over a three-year span; (7) almost 50% indicated that they aspire to earn a Master's degree or higher; and (8) MDCC compared favorably with students' "ideal college" in 33 of 37 areas, falling below ideal for 30% of the respondents in personal counseling, job placement, child care and housing services. The survey instrument is included. (AJL)

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NON-DEGREE STUDENTS:

A POTENTIAL FOR RECRUITMENT?

Research Report No. 88-23

September 1988

Cathy Morris

Associate Director

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Non-Degree Students:
A Potential for Recruitment?

Introduction/Synopsis

Over 17,000 credit students enrolled at Miami-Dade during the 1986-87 academic year with no stated intention of obtaining a degree at the College. These students declared one of three reasons for enrollment: upgrading of skills; personal interest; or limited courses for transfer. The purpose of the present report is to examine the characteristics of non-degree students, and to assess the potential of this group for recruitment into further coursework and/or degree programs.

Context

A community college is generally distinguished from a junior college by its focus on the educational needs of all segments of the adult community. Miami-Dade Community College (M-DCC) recently completed a Mission Study which articulated specifics of the college mission. Eleven areas were examined, two of which affirmed the commitment to provide lifelong learning opportunities for adults and to help working adults upgrade their occupational skills.[1] Dade County residents do pursue lifelong learning by enrolling in non-credit courses, and by enrolling in credit courses as non-degree students. The College is now preparing to take a more active role in recruiting these adults as part of a broad effort to manage enrollment.

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[1] Lifelong Learning: Expanding Educational Options. Miami-Dade Community College, Mission Study, No. 9, and Occupational/Vocational Education: Meeting the Challenge of the Future. Miami-Dade Community College, Mission Study, No. 7.

Miami-Dade began an Enrollment Management Project during 1987-1988. This project is an attempt to link recruitment activities and college services to the constituencies identified in the College Mission Study. As these constituencies are more clearly defined, Institutional Research provides baseline demographic data to campus and College task forces. Image/attitude surveys are also underway to provide information for targeting recruitment messages.

Given our mission to provide lifelong learning opportunities to adults, the Enrollment Management effort includes a focus on adult learners. A community survey of potential adult learners has been completed, and will provide information on educational services desired by this segment of Dade County residents.[2] Since many adults pursue lifelong learning through non-credit courses, a study is also underway to examine characteristics of non-credit students, and to determine if they eventually switch into credit courses.[3]

The present study focuses on another major group of adult learners-- non-degree credit students. Demographics are examined to determine how these students differ from degree-seekers. A transcript analysis was undertaken to ask how often non-degree students switch to a degree-seeking status. Finally, in data generated from a college image survey, these students describe their "ideal college" and compare Miami-Dade to that ideal.

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[2] The survey has now been completed and results will be available from Institutional Research in the Fall Term of 1988.

[3] The study is being conducted by Institutional Research and should be released in the Fall Term of 1988.

Major Findings

Non-degree students this past Fall Term (87-1) differed considerably from degree-seekers. Most were enrolled part-time (89% vs. 60% part-time for degree-seekers), and they were, on the average, eight years older than degree-seekers. Over two-thirds enrolled for upgrading job skills or taking courses for transfer elsewhere. Forty-four percent were white non-Hispanic, and only 39% were Hispanic compared to 56% Hispanics among degree-seekers.

The picture of older, working adults in the community is supported from survey data. Non-degree survey respondents were working more than 20 hours per week (63%), and preferred evening classes (61%). Forty percent reported having a yearly family income of $40,000 or over.

These non-degree students do seem to be a good potential group for recruitment. Transcript analysis revealed that 24% of first-time-in-college non-degree students switched into a degree-seeking category over a three year span. Almost 50% of non-degree survey respondents indicated that they aspire to earn a Master's degree or higher.

More detailed findings are presented in the report that follows. A broad summary is provided at the end of the report (pp 16-17).

Method

Basic demographic data for Fall Term 1987 enrollees were obtained from a research tape created at the end of each term. Data were coded and analyzed using the Statistical Analysis System (SAS) software. Students were first divided into the categories of degree-seeking and non-degree based on matriculation codes. Non-degree students were subdivided based on their stated goal of enrollment for either: job upgrade, personal interest, or limited courses for transfer.[4] It was thought that these goals would draw students with clear demographic differences. Degree-seeking students were divided based on whether they were seeking an Associate in Arts or Associate in Science degree.

In addition, a 20% sample of transcripts for Fall Term 1984 first-time-in-college non-degree students was generated. Transcripts were examined to determine if the students had enrolled for more than one term between 1984 and the present study (a three-year span), and to determine if any had switched into a degree-seeking category during the three years.

Finally, questionnaire data from a Winter Term 1988 survey of enrolled students were examined to look at the differences in perceptions of non-degree and degree-seeking students. This survey was conducted as part of a larger Enrollment Management Project. Students were asked to rate the importance of a community college performing various functions, to rate the attractiveness of certain features in their ideal college, and then to rate these same features for Miami-Dade. Additional demographic items were also collected that are not included on the Miami-Dade student data base. The Senior Research Associate responsible for Enrollment Management provided summary data using SAS software.

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[4] Dual enrolled high school students are also classified as non-degree, but were excluded from the present analysis (N=896). Students enrolled in the Language Institute (N=224), and in Specialized Training Opportunities (N=150) were also excluded.

Detailed demographic data are presented for each campus and college-wide in Tables A1 through A5 in an appendix at the end of this report. The reader can refer to these tables for particular interests not covered in the discussion that follows. A copy of the student survey is also included in the Appendix. Transcript analysis findings, and results from the student survey are included in the body of the report.

Results and Discussion

Basic Demographic Findings

Campus Distribution. Miami-Dade Enrolled over 17,000 non-degree credit students during the 1986-87 academic year.[5] These non-degree students were distributed on the campuses as shown in Table 1. Note that South Campus had the largest absolute number of non-degree students, but Medical

Table 1

Distribution of Credit Students, 1986-87 Academic Year

Campus	Degree Students	Non-Degree Students	Total Enrollment
North	15,337 (78%)	4,400 (22%)	19,737 (100%)
South	22,216 (77%)	6,687 (23%)	28,903 (100%)
Wolfson	8,071 (71%)	3,371 (29%)	11,442 (100%)
Medical	3,082 (54%)	2,656 (46%)	5,738 (100%)
College-Wide	48,706 (74%)	17,114 (26%)	65,820 (100%)

Campus had the highest proportion in their enrollment. Almost half of the Medical Campus credit students enrolled as non-degree. (This number has declined dramatically with the introduction of two new Associate in Science degree programs at the campus. See Table 2). Overall, at least one-fifth of the credit students on every campus enrolled as non-degree.

The remaining demographic data are derived from an analysis of Fall Term 1987 enrollments and are presented in detail in Tables A1 through A5 in the appendix at the end of this report.

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[5] Annual data are found in Wright, T. Annual Student Profile for the Academic Year 1986-87. Miami-Dade Community College, Office of Institutional Research, Research Report No. 87-38, November, 1987.

Reasons for Enrollment. The enrollment categories chosen by non-degree students reflect an interest in taking credit courses as a means to some tangible end. College-wide, most students were seeking to upgrade job skills (45%), or earn credit for transfer elsewhere (26%). Only 29% of the non-degree students declared the category "Personal Interest" as their reason for enrolling (see Table A1 in Appendix).

These goals varied somewhat by campus. Table 2 shows that North Campus had the largest number and proportion of students at any campus taking courses for personal interest (40%), South Campus had the largest number taking limited courses for transfer (39%), and Wolfson had the largest number and proportion upgrading job skills (74%).

Table 2

Goals of Non-Degree Students, Fall Term 1987

Campus	Upgrade Skills	Personal Interest	Courses for Transfer	Total
North	760 (41%)	741 (40%)	363 (19%)	1,864
South	791 (32%)	729 (29%)	979 (39%)	2,499
Wolfson	1,187 (74%)	305 (19%)	112 (7%)	1,604
Medical	138 (37%)	55 (15%)	177 (48%)	370
College-Wide	2,876 (45%)	1,830 (29%)	1,631 (26%)	6,337

The Medical Campus non-degree enrollment has dropped considerably since two new Associate in Science degree programs were added. While 1,330 students were enrolled in the "Upgrade Skills" category for the Fall Term 1986,[6] only 138 appear in that category in the Fall Term of 1987. Students in the health professions who were enhancing their skills through non-degree enrollment now have an option of declaring an Associate in Science enhancement degree. The majority of students have clearly chosen this option.

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[6] Fall Term data are found in Einspruch, E. Fall Student Profile - 1987-88 Closing Fall Enrollment Analysis. Miami-Dade Community College, Office of Institutional Research, Research Report No. 88-12, June, 1988.

Comparisons With Degree-Seekers. Table 3 reveals several striking differences between non-degree and degree-seeking students. Non-degree students were more likely to enroll part-time (less than 12 credits) and carry a lower credit load. Forty-eight percent enrolled for three credits or less, indicating that they were taking a single course. Almost half of

Table 3

Comparison of Non-Degree and Degree Students, Fall Term 1987

Variable	Non-Degree Students* (N=6,337)	Degree Students (N=37,292)	Total Enrollment (N=44,899)
% Part-Time	89	60	65
% Whose Load is 3 Credits or Less	48	11	16
Average Credit Load	5.5	9.5	8.8
% 31 Years or Older	48	17	21
Mean Age	32.9	24.6	25.7
% Female	60	57	57
% Male	40	43	43
% White Non-Hispanic	44	25	28
% Black Non-Hispanic	15	16	16
% Hispanic	39	56	54
% With Prior M-DCC Degree	16	5	6

*Includes only the categories "Upgrade Skills" (Z5), "Personal Interest" (Z6), and "Limited Courses for Transfer" (Z7).

the non-degree students were over 30 years old, and, on the average, the non-degree student was eight years older than the typical degree-seeker. While gender proportions were roughly the same for non-degree and degree-seeking students, there was a higher proportion of white non-Hispanics (44%) and a correspondingly lower proportion of Hispanics (39%) among the non-degree students. Finally, almost one-fifth of the non-degree students held a prior Miami-Dade degree.

Campus and Category Differences. The campuses are clearly serving different non-degree student populations. Table 4 shows that North and South Campus non-degree students carried heavier credit loads, with approximately 15% enrolling full-time. The oldest non-degree students were enrolled at Medical Campus, which also had the highest proportion of females (88%) and students with prior degrees (28%). The youngest non-degree students were at the South Campus, which also had the highest proportion of whites (53%).

Table 4

Demographics of Non-Degree* Students by Campus, Fall Term 1987

Variable	Campus			
	North (N=1,864)	South (N=2,499)	Wolfson (N=1,604)	Medical (N=370)
% Part-Time	84	87	96	97
% Whose Load is 3 Credit or Less	48	37	61	71
Average Credit Load	6.3	5.9	4.5	4.0
% 31 Years or Older	52	40	54	62
Mean Age	34.9	30.2	34.3	35.1
% Female	56	57	64	88
% Male	44	43	36	12
% White Non-Hispanic	45	53	30	47
% Black Non-Hispanic	26	6	13	26
% Hispanic	28	39	56	24
% With Prior M-DCC Degree	19	16	12	28

*Includes only the categories "Upgrade Skills" (Z5), "Personal Interest" (Z6), and "Limited Courses for Transfer" (Z7).

There were clear differences between students in the non-degree categories (Table 5) across campuses. Non-degree students whose goal was Limited Courses for Transfer carried the heaviest credit load, were the youngest non-degree students, and were most likely to hold a prior M-DCC degree. Students declaring the goal "Personal Interest" were the oldest non-degree students, and carried the lowest credit load.

Table 5

Comparisons Between Non-Degree Categories,
College-Wide, Fall Term 1987

Variable	Non-Degree Goals: Upgrade Skills (N=2,876)	Personal Interest (N=1,830)	Courses for Transfer (N=1,631)	Total Non-Degree (N=6,337)
% Part-Time	90	93	82	89
% Whose Load is 3 Credit or Less	53	53	34	48
Average Credit Load	5.6	4.6	6.5	5.5
% 31 Years or Older	55	59	24	48
Mean Age	34.1	36.8	26.6	32.9
% White Non-Hispanic	39	49	47	44
% Black Non-Hispanic	16	13	15	15
% Hispanic	44	35	35	39
% With Prior M-DCC Degree	14	15	23	16

Results of the Transcript Analysis

There were 1,114 first-time-in-college non-degree students enrolled in the Fall Term of 1984. A 20% sample yielded 193 usable transcripts for analysis.[7] Over one-fourth (26%) of all the first-time-in-college non-degree students enrolled for four or more terms within the three-year span. The remaining students enrolled for one term only (52%) or 2 to 3 terms (22%).

Almost one-fourth (24%) of the non-degree students did switch to a degree-seeking category during the three year span. Of those who became

[7] Non-usable transcripts included students who had been mistakenly coded as first-time-in-college, and students who withdrew and did not complete coursework for the term.

degree-seekers, 61% switched after their first non-degree term, and 24% after their second.

Findings From the Student Survey

Approximately 1,800 students completed the Present Student Survey during the Winter Term. Of these, 112 (6%) were non-degree students. This is a lower percentage than is found in the student population. This is not surprising since the sample was drawn from representative courses (college preparatory courses, core courses, sophomore level courses, vocational courses) and class times (with only a small sample of evening students) which tend to exclude the non-degree student. Also, Wolfson Campus had a very low number of non-degree students responding to the survey (10 students) and the bulk of the data are for North and South Campus respondents.

Demographic Findings. There was little difference in the responses of degree and non-degree students on some of the demographic items. About 75% of students in both groups were within 10 miles commuting distance from their campus. Ninety percent of students in both groups were satisfied with Miami-Dade overall. About one-fifth of the students had participated in college extra-curricular activities.

Table 6 displays those differences which contribute to a better understanding of the non-degree student. These students came from higher income homes and placed less importance on financial aid as a factor for attending college. Over a third reported that they had graduated in the top 25% of their high school class. Over half were working prior to attending Miami-Dade, and over 60% were currently working more than 20 hours per week and had a strong preference for evening classes. One very surprising finding was that their eventual degree aspirations were very similar to degree-seeking students. Almost 50% of non-degree students aspired to earn a Master's degree or higher.

Table 6

Comparison of Non-Degree and Degree Students on Demographic Items, Present Student Survey, Winter Term, 1988

Variable	Non-Degree Students* (N=112)	Degree Students (N=1,679)	Total Respondents (N=1,791)
Family Yearly Income:			
% Under $15,000	13	27	26
% $40,000 or Over	34	17	18
Importance of Financial Aid:			
% Important	42	61	60
% Unimportant	58	39	40
Prior to Attending M-DCC:			
% Who Were Working	56	34	36
% Who Were in High School	14	48	46
High School Class Rank:			
% in Top 25%	36	29	30
Hours Employed:			
% Not Employed	25	29	28
% 21 to 40 hours	35	38	38
% More Than 40	28	15	15
Class Time Preferences:			
% Mornings	38	73	71
% Evenings	61	31	32
Degree Aspirations (Eventual):			
% Bachelor's	18	25	25
% Master's or Higher	49	46	47

*Includes only the categories "Upgrade Skills" (Z5), "Personal Interest" (Z6), and "Limited Courses for Transfer" (Z7).

Important Community College Functions. Non-degree students as a group tended to show a lower proportional endorsement of these items than did degree-seeking students. For example, the top rated item for non-degree students was endorsed by 88% of the respondents, while the top-rated item for degree-seekers was endorsed by 96% of respondents.

The differences in top ten items endorsed by the two groups of students reveals agreement in seven of the ten items. Becoming a broadly educated person (Q#21), acquiring depth in a major (Q#19), learning to

Table 7

Ten Most Important Functions for A Community College to Perform
Comparison of Non-Degree and Degree Students
Present Student Survey, Winter Term, 1988

Non-Degree Students* (N=112)	Degree Students (N=1,679)
Q#21 Opportunity to become a broadly educated person (88% endorsed)	Q#8 Prepare to communicate effectively, oral and written (96% endorsed)
Q#19 Help acquire depth of knowledge in major discipline (87% endorsed)	Q#21 Opportunity to become a broadly educated person (96% endorsed)
Q#14 Teach me to analyze ideas and express effectively (85% endorsed)	Q#14 Teach me to analyze ideas and express effectively (94% endorsed)
Q#22 Offer Continuing Education programs (85% endorsed)	Q#19 Help acquire depth of knowledge in major discipline (94% endorsed)
Q#11 Teach to identify problems, evaluate, solve (83% endorsed)	Q#11 Teach to identify problems, evaluate, solve (92% endorsed)
Q#8 Prepare to communicate effectively, oral and written (83% endorsed)	Q#10 Help identify personal goals and develop means to achieve (92% endorsed)
Q#10 Help identify personal goals and develop means to achieve (82% endorsed)	Q#5 Prepare me for transfer to four-year college (91% endorsed)
Q#16 Enable me to make more money (82% endorsed)	Q#7 Prepare me to move into career when I graduate (90% endorsed)
Q#13 Provide variety of education experiences beyond traditional (80% endorsed)	Q#12 Prepare me to be expert in specific field (89% endorsed)
Q#18 Provide awareness of different philosophies, cultures (78% endorsed)	Q#22 Offer continuing education programs (88% endorsed)

*Includes only the categories "Upgrade Skills" (Z5), "Personal Interest" (Z6), and "Limited Courses for Transfer" (Z7).

analyze ideas (Q#14), and identifying/solving problems (Q#11) were among the top five functions endorsed by both groups of students. Non-degree students also included enabling them to make money (Q#16), providing a variety of non-traditional educational experiences (Q#13), and providing an awareness

of different philosophies and cultures (Q#18) in the ten most important functions of a community college. Degree-seeking students included transfer education (Q#5), career preparation (Q#7) and gaining expertise in a specific field. These differences are intuitively reasonable given the different goals of the non-degree and degree-seeking student.

Ideal College vs. Miami-Dade. Respondents rated thirty-seven items for their attractiveness in an "ideal" college, and then were asked to agree or disagree as to whether Miami-Dade had these same characteristics. Since the sample of non-degree respondents was small (N=112), only items with at least a discrepancy of 30% or more between the attractiveness rating and the Miami-Dade rating of individual respondents are noted here. That is, 30% or more of the respondents both rated the characteristic as attractive and also disagreed that Miami-Dade had the characteristic. These items indicate dissatisfaction by almost a third of the respondents, and suggest areas for further study. Only five items met this criteria, and one of them can be disregarded. Question #38 was whether the college has high entrance requirements. Respondents found this attractive in an ideal college, but realized that Miami-Dade is open admissions.

The remaining four items center on practical matters as we might expect from the non-degree student. The first two involve services that Miami-Dade does provide, but perhaps not at times convenient for the non-degree student. Thirty-four percent of the respondents rated excellent personal counseling (Q#40) as attractive in their ideal college but did not agree that Miami-Dade provided it (Q#77). Counseling opportunities may be less readily available for the non-degree student enrolled part-time and in the evening. Respondents also expressed dissatisfaction with job placement, when 39% rated an excellent job placement program as attractive (Q#42) but disagreed that Miami-Dade provided it (Q#79). As was suggested for counseling, the job placement offices may be less accessible to the non-degree student enrolled part-time and in the evening.

The final two items center on areas where Miami-Dade does not provide the service rated as attractive. Child care was rated as attractive by 33% of respondents (Q#50) who also disagreed that Miami-Dade provides

such a service (Q#87).[8] Finally, forty percent of respondents said that a program to assist students in finding housing was attractive in their ideal college (Q#58) and disagreed that Miami-Dade had such a service (Q#95).

[8] Surprisingly, another 28% who rate child care as attractive agreed that Miami-Dade provides the service!

Summary and Implications

Miami-Dade enrolled over 17,000 non-degree credit students during the 1986-87 academic year. Are non-degree students a potential pool for recruitment into degree programs? The data seem to indicate that they are:

***This past Fall Term, over two-thirds of non-degree students enrolled for upgrading job skills or taking courses for transfer elsewhere.

***Over 80% did not hold a prior Miami-Dade degree, and almost 50% of survey respondents indicated that they aspire to earn a Master's degree or higher.

***Transcript analysis revealed that 24% of first-time-in-college non-degree students switched into a degree-seeking category over a three-year span.

How do these students differ from degree-seekers in their basic profile? What kind of a target audience should we aim our messages to if we want to reach these students?

***Non-degree students this past Fall Term were primarily enrolled part-time (89%) and were on the average eight years older than degree-seekers. Forty-four percent were white non-Hispanic, and only 39% were Hispanic.

***40% of non-degree survey respondents reported having a yearly family income of $40,000 or over, and 36% reported that they ranked in the top 25% of their high school graduating class.

***Non-degree survey respondents were working more than 20 hours per week (63%) and preferred evening classes (61%).

In data from the College image survey, what qualities did non-degree respondents feel were important in a community college? Where did they differ from degree-seekers? How did Miami-Dade compare to their "Ideal" college?

***Non-degree students showed basic agreement with degree-seekers in endorsing the teaching of critical thinking and communication skills, and offering a broad educational content as highly important functions for a community college.

***They differed from degree-seekers in endorsing the functions of providing non-traditional educational experiences, providing an awareness of different philosophies and cultures, and helping to make more money as among the ten most important functions for a community college.

***Miami-Dade compared favorably to their ideal college in all but 4 out of 37 areas. The four areas where 30% or more of respondents rated the characteristic as attractive in an ideal college but disagreed that Miami-Dade provided it were personal counseling, job placement, child care services, and assistance in finding off-campus housing.

Appendix

Table A1

Comparison of Non-Degree vs. Degree-Seeking Students
College-Wide: 1987 Fall Term

Variable	Non-Degree Goals*				Degree-Seeking Goals			
	Upgrade Skills	Personal Interest	Courses for Transfer	Total	Associate in Arts	Associate in Science	Total Degree	Total all Students
Number	2,876	1,830	1,631	6,337	26,994	9,856	37,292	44,899
% of Subgroup	45	29	26	100	72	26	100	--
% of all Students	6	4	4	14	60	22	83	100
% First-Time-in-College	19	16	12	16	21	14	19	18
% Former	27	28	21	26	6	12	8	10
% Transfer	15	15	17	15	4	5	4	6
% Continuing	38	41	50	42	69	69	69	64
% Florida High School	42	36	57	44	66	50	61	59
% U.S. High School	26	33	26	28	9	14	11	13
% G.E.D.	8	8	5	7	10	14	11	10
% Foreign High School	24	23	12	21	15	22	17	18
% Female	62	60	57	60	53	65	57	57
% Male	38	40	43	40	47	35	43	43
% White Non-Hispanic	39	49	47	44	26	23	25	28
% Black Non-Hispanic	16	13	15	15	13	24	16	16
% Hispanic	44	35	35	39	59	51	56	54
Mean Age	34.1	36.8	26.6	32.9	23.2	28.1	24.6	25.7
Median Age	32.0	33.0	24.0	30.0	21.0	25.0	22.0	22.0
% 18 or Younger	2	2	8	3	14	4	11	12
% 19 to 20	4	4	17	8	31	16	27	23
% 21 to 30	39	35	51	41	44	49	45	44
% 31 and Older	55	59	24	48	11	31	17	21
Mean Credits	5.6	4.6	6.5	5.5	9.8	8.7	9.5	8.8
Median Credits	3.0	3.0	6.0	4.0	10.0	9.0	10.0	9.0
% 3 or Fewer	53	53	34	48	9	16	11	16
% 4 to 11	37	40	48	41	48	52	49	49
% 12 or More	10	7	18	11	43	32	40	35
% With Prior M-DCC Degree	14	15	23	16	4	8	5	6

*Dual enrolled high school students are also classified as non-degree, but were excluded from the present analysis (N=896). Students enrolled in the Language Institute (N=224), and in Specialized Training Opportunities (N=150) were also excluded.

Table A2

Comparison of Non-Degree vs. Degree-Seeking Students
North Campus: 1987 Fall Term

Variable	Non-Degree Goals				Degree-Seeking Goals			
	Upgrade Skills	Personal Interest	Courses for Transfer	Total	Associate in Arts	Associate in Science	Total Degree	Total all Students
Number	760	741	363	1,864	7,540	3,495	11,190	13,217
% of Subgroup	41	40	19	100	67	31	100	--
% of all Students	6	6	3	14	57	26	85	100
% First-Time-in-College	19	18	8	16	21	16	20	19
% Former	29	28	25	28	6	9	7	10
% Transfer	13	13	18	14	4	5	4	5
% Continuing	39	41	49	42	69	70	69	64
% Florida High School	51	41	64	49	66	57	63	61
% U.S. High School	24	37	16	28	9	11	10	13
% G.E.D.	7	7	5	7	10	13	11	10
% Foreign High School	18	15	15	16	15	19	16	16
% Female	53	58	60	56	52	56	53	53
% Male	47	42	40	44	48	44	47	47
% White Non-Hispanic	42	52	37	45	21	20	21	24
% Black Non-Hispanic	26	22	31	26	30	34	31	30
% Hispanic	31	25	29	28	45	44	45	42
Mean Age	34.2	39.5	27.1	34.9	23.4	26.2	24.4	25.8
Median Age	32.0	35.0	24.0	31.0	21.0	24.0	22.0	22.0
% 18 or Younger	1	1	5	2	14	5	11	10
% 19 to 20	5	3	16	6	30	20	27	24
% 21 to 30	41	32	54	40	44	52	46	45
% 31 and Older	53	64	25	52	12	23	16	21
Mean Credits	8.2	4.3	6.6	6.3	10.0	9.1	9.8	9.2
Median Credits	4.0	3.0	6.0	4.0	10.0	9.0	10.0	9.0
% 3 or Fewer	41	63	32	48	9	11	10	16
% 4 to 11	36	30	51	36	46	54	48	46
% 12 or More	23	7	17	16	45	35	42	38
% With Prior M-DCC Degree	17	16	28	19	5	6	5	7

Table A3

Comparison of Non-Degree vs. Degree-Seeking Students
South Campus: 1987 Fall Term

Variable	Non-Degree Goals				Degree-Seeking Goals			
	Upgrade Skills	Personal Interest	Courses for Transfer	Total	Associate in Arts	Associate in Science	Total Degree	Total all Students
Number	791	729	979	2,499	14,793	2,072	17,006	19,971
% of Subgroup	32	29	39	100	87	12	100	--
% of all Students	4	4	5	13	74	10	85	100
% First-Time-in-College	15	16	16	16	22	13	21	20
% Former	24	27	18	22	6	9	6	8
% Transfer	17	16	18	17	4	4	4	5
% Continuing	44	41	48	45	68	74	69	65
% Florida High School	39	36	57	45	71	57	69	66
% U.S. High School	29	31	30	30	10	13	10	13
% G.E.D.	9	10	4	7	8	11	8	8
% Foreign High School	23	23	9	18	11	19	13	13
% Female	61	61	50	57	53	61	54	55
% Male	39	39	50	43	47	39	46	45
% White Non-Hispanic	51	54	52	53	33	30	32	35
% Black Non-Hispanic	7	5	7	6	5	8	6	6
% Hispanic	40	39	37	39	60	59	60	56
Mean Age	33.9	33.1	25.0	30.2	22.3	25.9	22.9	23.8
Median Age	33.0	30.0	23.0	27.0	20.0	23.0	21.0	21.0
% 18 or Younger	3	2	11	6	16	7	15	14
% 19 to 20	5	7	19	11	35	21	33	30
% 21 to 30	34	42	52	43	41	51	42	42
% 31 and Older	58	49	18	40	8	21	10	14
Mean Credits	5.4	5.0	6.9	5.9	9.7	8.4	9.5	9.0
Median Credits	4.0	4.0	6.0	4.0	10.0	8.0	10.0	9.0
% 3 or Fewer	41	43	29	37	9	13	9	13
% 4 to 11	51	50	49	50	49	60	51	51
% 12 or More	8	7	22	13	42	27	40	36
% With Prior M-DCC Degree	15	13	19	16	3	6	4	5

Table A4

Comparison of Non-Degree vs. Degree-Seeking Students
Wolfson Campus: 1987 Fall Term

Variable	Non-Degree Goals				Degree-Seeking Goals			
	Upgrade Skills	Personal Interest	Courses for Transfer	Total	Associate in Arts	Associate in Science	Total Degree	Total all Students
Number	1,187	305	112	1,604	4,507	1,734	6,315	8,559
% of Subgroup	74	19	7	100	71	27	100	--
% of all Students	14	4	1	19	53	20	74	100
% First-Time-in-College	22	16	8	20	18	17	18	17
% Former	28	27	27	27	6	7	6	10
% Transfer	14	15	12	15	4	4	4	6
% Continuing	34	42	53	38	72	72	72	61
% Florida High School	38	26	59	37	46	32	42	44
% U.S. High School	24	25	19	24	7	9	8	11
% G.E.D.	9	5	7	8	19	21	19	16
% Foreign High School	29	44	15	31	28	38	31	29
% Female	65	60	56	64	56	69	60	60
% Male	35	40	44	36	44	31	40	40
% White Non-Hispanic	30	30	25	30	10	8	10	16
% Black Non-Hispanic	13	11	16	13	10	15	11	12
% Hispanic	56	55	57	56	78	77	78	71
Mean Age	33.8	38.9	27.2	34.3	25.7	29.5	26.8	27.7
Median Age	31.0	36.0	25.0	32.0	23.0	26.0	24.0	25.0
% 18 or Younger	1	2	2	2	7	3	6	11
% 19 to 20	4	2	19	4	22	11	18	14
% 21 to 30	42	28	50	40	51	50	50	45
% 31 and Older	53	68	29	54	20	36	26	30
Mean Credits	4.3	4.5	6.3	4.5	9.8	9.3	9.6	8.4
Median Credits	3.0	4.0	6.0	3.0	10.0	9.0	10.0	8.0
% 3 or Fewer	67	49	32	61	7	7	8	19
% 4 to 11	30	45	56	35	48	54	49	48
% 12 or More	3	6	12	4	45	39	43	33
% With Prior M-DCC Degree	10	13	26	12	3	5	4	5

Table A5

Comparison of Non-Degree vs. Degree-Seeking Students
Medical Campus: 1987 Fall Term

Variable	Non-Degree Goals				Degree-Seeking Goals			
	Upgrade Skills	Personal Interest	Courses for Transfer	Total	Associate in Arts	Associate in Science	Total Degree	Total all Students
Number	138	55	177	370	154	2,555	2,781	3,152
% of Subgroup	37	15	48	100	6	92	100	--
% of all Students	4	2	6	12	5	81	88	100
% First-Time-in-College	11	14	5	9	18	8	9	9
% Former	27	33	31	30	14	22	21	22
% Transfer	19	20	8	14	4	8	8	8
% Continuing	43	33	56	47	64	62	62	61
% Florida High School	35	35	47	40	64	49	50	49
% U.S. High School	35	44	28	33	14	21	21	22
% G.E.D.	7	5	10	8	8	13	12	12
% Foreign High School	23	16	15	19	14	17	17	17
% Female	82	85	93	88	76	77	77	78
% Male	18	15	7	12	24	23	23	22
% White Non-Hispanic	40	53	51	47	27	33	33	35
% Black Non-Hispanic	29	15	27	26	28	29	29	28
% Hispanic	28	24	20	24	42	35	36	34
Mean Age	36.5	36.5	33.5	35.1	26.4	31.7	31.3	31.8
Median Age	34.0	35.0	32.0	34.0	24.0	29.0	28.0	29.0
% 18 or Younger	1	0	0	0	8	2	3	2
% 19 to 20	3	2	4	3	9	9	9	9
% 21 to 30	32	31	38	35	60	44	45	44
% 31 and Older	64	67	58	62	23	45	43	45
Mean Credits	3.8	3.4	4.3	4.0	7.4	7.8	7.8	7.3
Median Credits	3.0	3.0	3.0	3.0	6.0	7.0	7.0	7.0
% 3 or Fewer	73	80	66	71	16	31	30	34
% 4 to 11	24	18	31	26	65	43	44	42
% 12 or More	3	2	3	3	19	26	26	24
% With Prior M-DCC Degree	22	22	33	28	19	14	14	16

Present Student Survey

PRESENT STUDENT SURVEY

Course Number: _____ Student Number: _____

1. Class meeting time:

   A. |__| 7:00 - 11:50 A.M.

   B. |__| 12:00 NOON - 5:00 P.M.

   C. |__| AFTER 5:00 P.M.

   D. |__| WEEKEND

2. At which Miami-Dade campus are you presently enrolled?

A	B	C	D
|__| North	|__| South	|__| Wolfson	|__| Medical

---

3. Prior to enrolling at this college, were you:

   A. |__| ATTENDING HIGH SCHOOL

   B. |__| WORKING

   C. |__| ATTENDING ANOTHER TWO-YEAR COMMUNITY COLLEGE

   D. |__| ATTENDING A FOUR-YEAR COLLEGE/UNIVERSITY

   E. |__| OTHER (Please Specify) _____

4. How far do you commute to campus each day (one way)?

   A. |__| 5 MILES OR LESS

   B. |__| 6 TO 10 MILES

   C. |__| 11 TO 20 MILES

   D. |__| MORE THAN 20 MILES

Indicate how important it is for you for a community college to perform the following functions:

		VERY IMPORTANT	IMPORTANT	NOT VERY IMPORTANT	I DON'T KNOW
5.	PREPARE ME FOR TRANSFER TO A FOUR-YEAR COLLEGE. _____	A	B	C	D
6.	OFFER PROGRAMS THAT ARE COMPLETED IN TWO YEARS. _____	A	B	C	D
7.	PREPARE ME TO MOVE INTO A CAREER WHEN I GRADUATE. _____	A	B	C	D
8.	PREPARE ME TO COMMUNICATE EFFECTIVELY, BOTH IN ORAL AND WRITTEN FORM. ___	A	B	C	D
9.	THROUGH CULTURAL EVENTS, PROVIDE ME WITH AN APPRECIATION OF MUSIC, DRAMA, AND THE FINE ARTS. _____	A	B	C	D
10.	HELP ME TO IDENTIFY PERSONAL GOALS AND DEVELOP MEANS OF ACHIEVING THEM. _	A	B	C	D
11.	TEACH ME TO IDENTIFY PROBLEMS, EVALUATE EVIDENCE, AND PURSUE SOLUTIONS. _	A	B	C	D

		VERY IMPORTANT	IMPORTANT	NOT VERY IMPORTANT	I DON'T KNOW
12.	PREPARE ME TO BE AN EXPERT IN A SPECIFIC FIELD.	A	B	C	D
13.	PROVIDE A VARIETY OF EDUCATIONAL EXPERIENCES BEYOND TRADITIONAL LECTURES AND LABS (INTERNSHIPS, INDEPENDENT STUDY, "HANDS-ON" PROJECTS, ETC.).	A	B	C	D
14.	TEACH ME TO ANALYZE IDEAS CRITICALLY AND EXPRESS IDEAS EFFECTIVELY.	A	B	C	D
15.	DEVELOP MY LEADERSHIP QUALITIES.	A	B	C	D
16.	ENABLE ME TO MAKE MORE MONEY.	A	B	C	D
17.	PROVIDE PERSONAL COUNSELING.	A	B	C	D
18.	PROVIDE ME WITH AN AWARENESS OF DIFFERENT PHILOSOPHIES, CULTURES, AND WAYS OF LIFE.	A	B	C	D
19.	HELP ME ACQUIRE DEPTH OF KNOWLEDGE IN MY MAJOR ACADEMIC DISCIPLINE.	A	B	C	D
20.	PROVIDE INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES SUCH AS STUDENT GOVERNMENT, THEATRE PRODUCTIONS, MUSIC GROUPS, ETC.	A	B	C	D
21.	PROVIDE ME WITH THE OPPORTUNITY TO BECOME A BROADLY-EDUCATED PERSON.	A	B	C	D
22.	OFFER CONTINUING EDUCATION PROGRAMS.	A	B	C	D
23.	HELP ME DEVELOP A SENSE OF CONFIDENCE AND INDEPENDENCE BY LIVING AWAY FROM HOME.	A	B	C	D
24.	PROVIDE A PRACTICAL, "HANDS-ON" EDUCATION.	A	B	C	D
25.	TEACH BASIC SKILLS IN READING, WRITING AND MATH.	A	B	C	D

26. Would your "ideal" college have:

A. |__| FEWER THAN 1,000 STUDENTS

B. |__| 1,001 TO 2,500 STUDENTS

C. |__| 2,501 TO 15,000 STUDENTS

D. |__| MORE THAN 15,000 STUDENTS

27. Would your "ideal" college or university be:

A. |__| WITHIN 10 MILES OF HOME

B. |__| BETWEEN 11 AND 20 MILES

C. |__| BETWEEN 21 AND 50 MILES

D. |__| BETWEEN 51 AND 75 MILES

How attractive are each of the following charactristics in your "ideal" college? Please circle the appropriate responses.

THE "IDEAL" COLLEGE OR UNIVERSITY:	VERY ATTRACTIVE	MODERATELY ATTRACTIVE	NEITHER	MODERATELY UNATTRACTIVE	VERY UNATTRACTIVE
28. HAS A FACULTY WHICH IS CONCERNED WITH HELPING STUDENTS REACH THEIR MAXIMUM POTENTIAL.	A	B	C	D	E
29. HAS A FINANCIAL AID PROGRAM THAT HELPS MAKE COLLEGE AFFORDABLE.	A	B	C	D	E
30. HAS AN ACTIVE SOCIAL LIFE PROGRAM.	A	B	C	D	E
31. IS CONCERNED WITH MY RECOGNIZING VALUES AND THE ROLE THEY PLAY IN MY LIFE.	A	B	C	D	E
32. PROVIDES PRACTICAL LEARNING OPPORTUNITIES (INTERNSHIPS, APPRENTICESHIPS, ETC.).	A	B	C	D	E
33. HAS INFORMATION AVAILABLE ABOUT STUDENT LOANS.	A	B	C	D	E
34. OFFERS PROGRAMS LEADING DIRECTLY TO A JOB.	A	B	C	D	E
35. HAS FACULTY MEMBERS WHO ARE ACCESSIBLE.	A	B	C	D	E
36. HAS AN ADVISING PROGRAM THAT CONCENTRATES ON MY ACADEMIC MAJORS AND OVERALL CURRICULAR REQUIREMENTS.	A	B	C	D	E
37. HAS AN EXCELLENT PROGRAM FOR TRANSFER TO A UNIVERSITY.	A	B	C	D	E
38. HAS HIGH ENTRANCE REQUIREMENTS.	A	B	C	D	E
39. HAS AN EXCELLENT REPUTATION.	A	B	C	D	E
40. PROVIDES EXCELLENT PERSONAL COUNSELING.	A	B	C	D	E
41. HAS AN EXCELLENT STUDENT LIFE PROGRAM TO HELP ME DEVELOP INDEPENDENCE.	A	B	C	D	E
42. HAS AN EXCELLENT JOB PLACEMENT PROGRAM.	A	B	C	D	E
43. HAS EXCELLENT ATHLETIC/RECREATIONAL FACILITIES.	A	B	C	D	E
44. HAS A STRONG INTERCOLLEGIATE ATHLETIC PROGRAM.	A	B	C	D	E
45. HAS FACULTY MEMBERS WHO ARE UP-TO-DATE IN THEIR FIELDS.	A	B	C	D	E
46. HAS AN EXCELLENT CAREER PLANNING PROGRAM.	A	B	C	D	E
47. HAS A STRONG CURRICULUM IN PROFESSIONAL AREAS SUCH AS NURSING, ENGINEERING, ETC.	A	B	C	D	E
48. HAS FACULTY MEMBERS WHO ARE EXCELLENT TEACHERS.	A	B	C	D	E
49. HAS INSTRUCTIONAL SITES NEAR PEOPLE'S HOMES AND BUSINESSES.	A	B	C	D	E
50. PROVIDES A CHILD CARE PROGRAM.	A	B	C	D	E
51. HAS STAFF MEMBERS WHO ARE ACCESSIBLE AND CARING.	A	B	C	D	E
52. HAS A LIBRARY THAT MEETS THE STUDENTS' NEEDS.	A	B	C	D	E
53. HAS CORE COURSES THAT EXPOSE ME TO A VARIETY OF ACADEMIC DISCIPLINES.	A	B	C	D	E
54. HAS COURSES THAT HELP ME DEVELOP MY BASIC SKILLS IN READING, WRITING, AND MATH TO INCREASE MY CHANCES OF ACADEMIC SUCCESS.	A	B	C	D	E

		VERY ATTRACTIVE	MODERATELY ATTRACTIVE	NEITHER	MODERATELY UNATTRACTIVE	VERY UNATTRACTIVE
55.	IS HARD TO GET INTO.	A	B	C	D	E
56.	HAS SERVICES TO ASSIST HANDICAPPED STUDENTS.	A	B	C	D	E
57.	HAS HIGH ACADEMIC QUALITY.	A	B	C	D	E
58.	HAS A HOUSING PROGRAM THAT ASSISTS WITH FINDING OFF-CAMPUS HOUSING.	A	B	C	D	E
59.	HAS ADEQUATE TRANSPORTATION TO AND FROM THE CAMPUS.	A	B	C	D	E
60.	IS CONCERNED WITH MEETING THE EDUCATIONAL NEEDS OF PART-TIME STUDENTS.	A	B	C	D	E
61.	HAS A FLEXIBLE SCHEDULE OF COURSES OFFERED AT A VARIETY OF TIMES THROUGHOUT THE DAY AND DURING THE WEEK.	A	B	C	D	E
62.	OFFERS COURSES OR PROGRAMS THAT ARE AVAILABLE IN A VARIETY OF LOCATIONS BOTH ON- AND OFF-CAMPUS.	A	B	C	D	E
63.	PROVIDES STUDY SKILLS ASSISTANCE.	A	B	C	D	E
64.	PROVIDES AN EMPHASIS ON MORAL/ETHICAL DEVELOPMENT	A	B	C	D	E

Now We Would Like To Get Your Reactions And Opinions With Regard To Miami-Dade Community College

Please indicate how strongly you agree or disagree with the following statements. Please circle the appropriate responses.

Miami-Dade Community College:		STRONGLY AGREE	AGREE	NEITHER	DISAGREE	STRONGLY DISAGREE
65.	HAS A FACULTY WHICH IS CONCERNED WITH HELPING STUDENTS REACH THEIR MAXIMUM POTENTIAL.	A	B	C	D	E
66.	HAS A FINANCIAL AID PROGRAM THAT HELPS MAKE COLLEGE AFFORDABLE.	A	B	C	D	E
67.	HAS AN ACTIVE SOCIAL LIFE PROGRAM.	A	B	C	D	E
68.	IS CONCERNED WITH MY RECOGNIZING VALUES AND THE ROLE THEY PLAY IN MY LIFE.	A	B	C	D	E
69.	PROVIDES PRACTICAL LEARNING OPPORTUNITIES (INTERNSHIPS, APPRENTICESHIPS, ETC.).	A	B	C	D	E
70.	HAS INFORMATION AVAILABLE ABOUT STUDENT LOANS.	A	B	C	D	E
71.	OFFERS PROGRAMS LEADING DIRECTLY TO A JOB.	A	B	C	D	E
72.	HAS FACULTY MEMBERS WHO ARE ACCESSIBLE.	A	B	C	D	E
73.	HAS AN ADVISING PROGRAM THAT CONCENTRATES ON MY ACADEMIC MAJORS AND OVERALL CURRICULAR REQUIREMENTS.	A	B	C	D	E
74.	HAS AN EXCELLENT PROGRAM FOR TRANSFER TO A UNIVERSITY.	A	B	C	D	E
75.	HAS HIGH ENTRANCE REQUIREMENTS.	A	B	C	D	E
76.	HAS AN EXCELLENT REPUTATION.	A	B	C	D	E

		STRONGLY AGREE	AGREE	NEITHER	DISAGREE	STRONGLY DISAGREE
77.	PROVIDES EXCELLENT PERSONAL COUNSELING. _____	A	B	C	D	E
78.	HAS AN EXCELLENT STUDENT LIFE PROGRAM TO HELP ME DEVELOP INDEPENDENCE. _____	A	B	C	D	E
79.	HAS AN EXCELLENT JOB PLACEMENT PROGRAM. _____	A	B	C	D	E
80.	HAS EXCELLENT ATHLETIC/RECREATIONAL FACILITIES. _____	A	B	C	D	E
81.	HAS A STRONG INTERCOLLEGIATE ATHLETIC PROGRAM. _____	A	B	C	D	E
82.	HAS FACULTY MEMBERS WHO ARE UP-TO-DATE IN THEIR FIELDS. _____	A	B	C	D	E
83.	HAS AN EXCELLENT CAREER PLANNING PROGRAM. _____	A	B	C	D	E
84.	HAS A STRONG CURRICULUM IN PROFESSIONAL AREAS SUCH AS NURSING, ENGINEERING, ETC. _____	A	B	C	D	E
85.	HAS FACULTY MEMBERS WHO ARE EXCELLENT TEACHERS. _____	A	B	C	D	E
86.	HAS INSTRUCTIONAL SITES NEAR PEOPLE'S HOMES AND BUSINESSES. _____	A	B	C	D	E
87.	PROVIDES A CHILD CARE PROGRAM. _____	A	B	C	D	E
88.	HAS STAFF MEMBERS WHO ARE ACCESSIBLE AND CARING. _____	A	B	C	D	E
89.	HAS A LIBRARY THAT MEETS THE STUDENTS' NEEDS. _____	A	B	C	D	E
90.	HAS CORE COURSES THAT EXPOSE ME TO A VARIETY OF ACADEMIC DISCIPLINES. _____	A	B	C	D	E
91.	HAS COURSES THAT HELP ME DEVELOP MY BASIC SKILLS IN READING, WRITING, AND MATH TO INCREASE MY CHANCES OF ACADEMIC SUCCESS. _____	A	B	C	D	E
92.	IS HARD TO GET INTO. _____	A	B	C	D	E
93.	HAS SERVICES TO ASSIST HANDICAPPED STUDENTS. _____	A	B	C	D	E
94.	HAS HIGH ACADEMIC QUALITY. _____	A	B	C	D	E
95.	HAS A HOUSING PROGRAM THAT ASSISTS WITH FINDING OFF-CAMPUS HOUSING. _____	A	B	C	D	E
96.	HAS ADEQUATE TRANSPORTATION TO AND FROM THE CAMPUS. _____	A	B	C	D	E
97.	IS CONCERNED WITH MEETING THE EDUCATIONAL NEEDS OF PART-TIME STUDENTS. _____	A	B	C	D	E
98.	HAS A FLEXIBLE SCHEDULE OF COURSES OFFERED AT A VARIETY OF TIMES THROUGHOUT THE DAY AND DURING THE WEEK. _____	A	B	C	D	E
99.	OFFERS COURSES OR PROGRAMS THAT ARE AVAILABLE IN A VARIETY OF LOCATIONS BOTH ON- AND OFF-CAMPUS. _____	A	B	C	D	E
100.	PROVIDES STUDY SKILLS ASSISTANCE. _____	A	B	C	D	E
101.	PROVIDES AN EMPHASIS ON MORAL/ETHICAL DEVELOPMENT. _____	A	B	C	D	E

102. How satisfied are you with Miami-Dade Community College?

A. |__| VERY SATISFIED

B. |__| SOMEWHAT SATISFIED

C. |__| INDIFFERENT

D. |__| SOMEWHAT DISSATISFIED

E. |__| VERY DISSATISFIED

103. Are you receiving financial aid from state, federal, or private sources while attending Miami-Dade?

A	B	C	D	E
|__| NO	|__| FEDERAL	|__| STATE	|__| PRIVATE	|__| DON'T KNOW

104. Are you receiving financial aid in the form of

A	B	C	D	E
|__| GRANT	|__| SCHOLARSHIP	|__| LOAN	|__| VETERANS	|__| NOT RECEIVING AID

105. Which of the following best describes your family's total yearly income?

A. |__| UNDER $15,000

B. |__| $15,000 TO $40,000

C. |__| $40,001 TO $100,000

D. |__| $100,001 OR OVER

E. |__| I DON'T KNOW

106. Who was most influential in your decision to attend college?

A. |__| HIGH SCHOOL COLLEGE ASSISTANCE PROGRAM (CAP) COUNSELOR

B. |__| OTHER HIGH SCHOOL COUNSELOR

C. |__| PARENT/GUARDIAN

D. |__| FRIEND(S)

E. |__| OTHER (Please Specify) _____

107. What is the highest degree you eventually plan to seek?

A. |__| VOCATIONAL CERTIFICATE (LESS THAN TWO YEARS)

B. |__| ASSOCIATE DEGREE

C. |__| BACHELOR'S

D. |__| MASTER'S OR HIGHER

E. |__| UNDECIDED

108. When you graduated high school, how did you rank in relationship to the rest of your graduating class?

A. |__| LOWEST 25%

B. |__| 25% - 50%

C. |__| 50% - 75%

D. |__| TOP 25%

E. |__| UNKNOWN

Please indicate the highest level of education your parents have received.

109. Father	110. Mother
A. |__| NOT COMPLETED HIGH SCHOOL	A. |__| NOT COMPLETED HIGH SCHOOL
B. |__| HIGH SCHOOL GRADUATE	B. |__| HIGH SCHOOL GRADUATE
C. |__| SOME COLLEGE BUT NO BACHELOR'S DEGREE	C. |__| SOME COLLEGE BUT NO BACHELOR'S DEGREE
D. |__| BACHELOR'S DEGREE	D. |__| BACHELOR'S DEGREE
E. |__| MASTER'S DEGREE OR HIGHER	E. |__| MASTER'S DEGREE OR HIGHER

In which of the following do you participate?

	A	B
111. DISTINGUISHED VISITING PROFESSOR SERIES	|__| YES	|__| NO
112. OVERSEAS STUDY PROGRAM	|__| YES	|__| NO
113. ON-CAMPUS WORK STUDY	|__| YES	|__| NO
114. ATHLETIC PROGRAMS	|__| YES	|__| NO
115. STUDENT SENATE/GOVERNMENT	|__| YES	|__| NO
116. CLUBS	|__| YES	|__| NO
117. EVENING ACTIVITIES	|__| YES	|__| NO
118. THEATRE/MUSIC	|__| YES	|__| NO
119. OTHER	|__| YES	|__| NO

(Please Specify) _____

120. Please indicate the number of hours you are employed off-campus each week.

A. |__| NONE

B. |__| 1 TO 5

C. |__| 6 TO 20

D. |__| 21 TO 40

E. |__| MORE THAN 40

Please indicate where and when you have been taking courses during the past two semesters.

WHEN . . .

			A	B
121.	MORNINGS	7:00 - 11:50 A.M.	|__| YES	|__| NO
122.	AFTERNOONS	12:00 - 5:00 P.M.	|__| YES	|__| NO
123.	EVENINGS	AFTER 5:00 P.M.	|__| YES	|__| NO
124.	WEEKENDS		|__| YES	|__| NO

AND WHERE . . .

125.	ON-CAMPUS	|__| YES	|__| NO
126.	OFF-CAMPUS	|__| YES	|__| NO

When would you prefer to attend classes?

			A	B
127.	MORNINGS	7:00 - 11:50 A.M.	|__| YES	|__| NO
128.	AFTERNOONS	12:00 - 5:00 P.M.	|__| YES	|__| NO
129.	EVENINGS	AFTER 5:00 P.M.	|__| YES	|__| NO
130.	WEEKENDS		|__| YES	|__| NO
131.	NO PREFERENCE		|__| YES	|__| NO

132. How important was the availability of financial aid in your decision to attend Miami-Dade Community College?

A. |__| VERY IMPORTANT

B. |__| SOMEWHAT IMPORTANT

C. |__| SOMEWHAT UNIMPORTANT

D. |__| NOT IMPORTANT

133. In comparison to the other colleges you considered, Miami-Dade's financial aid program is:

A. |__| VERY COMPETITIVE

B. |__| SOMEWHAT COMPETITIVE

C. |__| ADEQUATE

D. |__| NOT AT ALL COMPETITIVE

E. |__| I HAVE NO BASIS FOR COMPARISON

134. Would the fact that a community college emphasizes practical applications in its academic programs:

A. ☐ INCREASE YOUR INTEREST IN ATTENDING THE COMMUNITY COLLEGE

B. ☐ DECREASE YOUR INTEREST IN ATTENDING THE COMMUNITY COLLEGE

C. ☐ NOT MAKE ANY DIFFERENCE IN YOUR DECISION

135. Would the fact that a four-year state university offers upper division courses on the community college campus:

A. ☐ INCREASE YOUR INTEREST IN ATTENDING THE COMMUNITY COLLEGE

B. ☐ DECREASE YOUR INTEREST IN ATTENDING THE COMMUNITY COLLEGE

C. ☐ NOT MAKE ANY DIFFERENCE IN YOUR DECISION

136. Please indicate the ACADEMIC AREAS in which you believe Miami-Dade Community College is good or strong.

_____

_____

_____

137. In your opinion, how could Miami-Dade be changed to improve your level of satisfaction with the College?

_____

_____

138. Please write a one- or two-sentence description of Miami-Dade Community College that expresses your strongest impression of the college.

_____

_____

139. What is the zip code of your permanent residence? ☐☐☐☐☐

THANK YOU FOR YOUR ASSISTANCE!

ERIC Clearinghouse for Junior Colleges JAN 27 1989